

Year 4: Long Term Plan

Fiction

Unit Titles	Moon Seeds	Through Beauty's Eyes	Foundling	Once Upon a Time There Was a Piece of Wood	Turning the Key	Playing Cards in Wonderland
Texts Studied	The First Men in the Moon by H.G.Wells	Black Beauty by Anna Sewell	Over the Hills and Far Away by Hilary McKay Blackberry Blue by Jamila Gavin	Pinocchio by Carlo Collodi	The Secret Garden by Frances Hodgson Burnett	Alice's Adventures in Wonderland by Lewis Carroll
Writing Outcomes	Understand how H.G.Wells creates the wonders of life on the moon and know more about powerful descriptive writing. Explain, debate and invent ideas. Write an strong opening, with a focus on setting.	Know how narrative viewpoint influences the reader's perspective. Understand first person narration. Write a story from an animal's perspective.	Understand how one fairy tale can be told and retold in different ways. Write a fairy tale.	How does comedy help to shape the narrative of a famous story? Create an unusual fantasy character.	Build effective tension in writing. Write a suspenseful opening, with a focus on setting and plot.	Understand how humour can be created through the apparent absurd. Know more about the use of direct speech to create characterisation. Write imitating Carroll's style showing powerful imagination.
SPAG	I can make my writing interesting by using carefully chosen adjectives. I can use and identify noun phrases. Parts of speech. I can use capital letters at the start of sentences and for proper nouns. I can use co-ordinating conjunctions to create compound sentences. I can write in the first person. I can use commas to separate items in a list e.g. "There were carrots, tomatoes, oranges and pears in her shopping basket." I can proof-read (edit) my writing for spelling and use of punctuation. I can use a variety of sentence structures e.g.	I can use the first 2 or 3 letters of a word to check it in the dictionary. I can use carefully chosen verbs and adverbs in my writing. I can use paragraphs in my writing (TIPToP). I can use similes and metaphors. I can use fronted adverbials. I can write in the third person. I can punctuate direct speech. I can balance descriptions of character, setting and plot in my writing. I can use subordinating conjunctions (e.g. because, although) to make a complex sentence. I can use inverted commas and	I can explain the difference between plural 's' and possessive 's'. I can use apostrophes to mark plural possession. I can use a possessive apostrophe for regular and irregular plurals. I can create settings, characters and plots for my stories. I can use a variety of sentence structures to keep the reader's attention e.g. sentences that open with a gerund – "Running, he gasped for breath." I can use ellipsis correctly. I can use a variety of sentence structures that use repetition to build suspense: <ul style="list-style-type: none"> "If night had come sooner, if no one 	I can use a mixture of pronouns and nouns in my writing to aid continuity and avoid words being repeated (making my writing clearer). I can use paragraphs in my writing (TIPToP) – revisit. I can use a variety of sentence structures e.g. sentences that open with a past tense verb: <ul style="list-style-type: none"> "Startled, Robert opened his eyes." "Frightened, terrified and exhausted, they ran from the monstrous creature." I can use a variety of figurative language in my writing, including similes.	I can use adventurous adverbs. I can use adverbial phrases at the start of a sentence e.g. "Later that day, I heard the bad news." I can use personification to build suspense e.g. "the rain wep t down the window." I can use onomatopoeia in my writing. I can use a variety of sentence structures e.g. short sentences to build suspense ("A dog yowled") and repeated adjectives for emphasis: <ul style="list-style-type: none"> "She was a fast runner, fast because she needed to be." "He was a cruel man, cruel because he always hit his dog." I can use exclamation marks.	I can use inverted commas and other punctuation to indicate direct speech. I can use contractions, to make my speech more believable (informal). I can balance descriptions of character, setting and plot in my writing. I can use a variety of sentence structures e.g. simile opening, "Gasping like a pufferfish, the man ran across the lawn."

	<p>compound sentences (<i>BOYS conjunctions</i>) “Up here, it was so clear that Earth was spherical, yet one would never know that from the ground...”</p>	<p>other punctuation to indicate direct speech.</p> <p>I can use a variety of sentence structures e.g. <i>double adjectives</i> – “The lonely, haggard man stumbled down the narrow, crowded street.” – and <i>inside (outside)</i> sentences. “Jonathon said how pleased he was to be at the party. (It wasn’t the truth, he longed to be elsewhere.)”</p>	<p>had cared to check on her, if she’d been quieter, then maybe they would have missed her escape.”</p> <ul style="list-style-type: none"> • “She was determined. Determined, because she had to survive the night.” 			
--	---	---	--	--	--	--

Non-Fiction

Unit Title and Writing Outcome	Non-chronological Report	Persuasive	Newspaper Report	Discussion
---------------------------------------	---------------------------------	-------------------	-------------------------	-------------------

WAGOLLs found in Writing Models Year 4 (Pie Corbett).
Links made to wider curriculum or class story where appropriate.

SPAG	<p>I can organise my non-fiction writing, e.g. with headings and sub-headings.</p> <p>I can use rhetorical questions.</p> <p>I can create catchy titles using puns, wordplay or alliteration.</p> <p>I can use common homophones correctly.</p> <p>I can write in the third person – revisit.</p> <p>I can use personal and possessive pronouns.</p> <p>I can use a variety of sentence structures e.g. relative clauses (who/when/where) – “The man, who was exhausted, collapsed in the doorway.”</p>	<p>I can use a range of conjunctions including when, if, because and although.</p> <p>I can write in the second person.</p> <p>I can use rhetorical questions and question marks.</p> <p>I can use a variety of sentence structures e.g. using the conjunctions furthermore/although/nevertheless (<i>FAN</i>) to give extra information. “It was a beautiful morning for a walk, although it had rained in the night.”</p> <p>I can distinguish between a formal and informal tone.</p> <p>I can use the correct form of the verb inflection (Standard English) e.g. ‘I was’/ ‘we were’ instead of ‘we was’ and ‘I did’ instead of ‘I done’.</p>	<p>I can use fronted adverbials and remember to use a comma afterwards.</p> <p>I can create catchy titles using puns, wordplay, or alliteration.</p> <p>I can use brackets to add extra information.</p> <p>I can organise my paragraphs around my theme.</p> <p>I can use reported (indirect) speech.</p> <p>I can use direct speech – revisit.</p> <p>I can write in the third person.</p> <p>I can use hyperbole.</p>	<p>I can distinguish between a formal and informal tone - revisit.</p> <p>I can use determiners correctly, especially ‘a’ and ‘an’.</p> <p>I can use fronted adverbials and subordinating conjunctions to form cohesive paragraphs and introduce opposing points of view.</p> <p>I can write in the third person.</p>
-------------	--	--	--	---

Poetry

Unit title	Do You Have Time to Stand and Stare?	How Out of Breath You Are
Texts studied	Leisure by W.H.Davies	Dear March – Come In by Emily Dickinson
Writing Outcome	Understand how repetition is used to good effect in poetry. Write a poem using repetition and rhyming couplets.	Understand how famous poets bring alive a time of year. Write about the special feel of a month or season.
SPAG	<p>I can use rhyme and identify a simple rhyme scheme.</p> <p>I can use repetition and refrains in my poetry.</p> <p>I can use onomatopoeia and alliteration/assonance in my poetry.</p> <p>I can use similes and metaphors (figurative language).</p>	<p>I can use a thesaurus to make ambitious vocabulary choices and check my spellings using a dictionary.</p> <p>I can assess my work and that of others, suggesting improvements.</p> <p>I can rewrite my work, making improvements by saying the work out loud.</p> <p>I can read my work out to a group with confidence and make sure it sounds interesting, controlling tone and volume so that its meaning is clear.</p> <p>I can use a variety of figurative language in my writing.</p>